

Overview

Thursday, November 14, 2019

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Student Name:

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Student Number:

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Assignment Title:

ECAD6008 - Professional and Pedagogic Studies: Leading the Learning: what, how and why am I teaching?

Pathway: P-PGCE

Assessment for Learning

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1. Questioning

Think, Pair, Share

Cyfnod agoriadol (gyda chysylltiadau â dysgu blaenorol)	Byddaf wedi/yn:	Bydd y disgyblion yn:	
	- Gosod y disgyblion i'n eistedd mewn rhesi - Annog y disgyblion i sicrhau eu bod yn cofio am Gwrteisi Carped - sut i ymddwyn yn barchus wrth drafod a chyfrannu - Cyflwyno nod y wers i'r disgyblion - Gofyn cwestiynau er mwyn sicrhau beth mae'r disgyblion yn gwybod yn barod am gysgodion - Cyflwyno Meddwl, Paru, Rhannu: Disgyblion i gael amser i feddwl am beth maent yn gwybod amser i drafod fel par ac wedyn amser i rannu eu syniadau i'r dosbarth (Aseu ar Gyfer Dysgu) - Holi'r plant i ddweud sut maent yn meddwl mai cysgodion yn cael eu creu - Rhori'r cyflwyniad i'r disgyblion gan gwestiynu yn gyson - Sicrhau bod y disgyblion yn dilyn y sesiwn yn canolbwyntio ac yn ateb cwestiynau - Rhori enghraifft o gysgod gan ddefnyddio'r prosiectwr - Labelu'r gwrthrych, ffynhonnell golau a'r cysgod - Gofyn cwestiynau gwahaniaethol i'r disgyblion yn ystod ac ar ddiwedd - Rhori esboniad o wrthrychau Tryloyw, Tryleu ac Afloyw - Gofyn i'r disgyblion i roi enghreifftiau o bethau Tryloyw, Tryleu ac Afloyw - Cynnig cwis bach i'r disgyblion i aseu eu dealltwriaeth cyn dechrau'r gweithgareddau - Tynnu sylw y disgyblion at eu dysgu blaenorol - gwaith tablau - Canmol y disgyblion am eu hymatebion - Esbonio'r gweithgaredd sydd yn dilyn y cyflwyniad - Holi'r disgyblion os ydynt yn deall v gweithgareddau a'n sicrhau bod	- Eistedd yn drefnus ar y carped - Nodi rheolau Cwrteisi Carped Dosbarth 2 - Meddwl, Paru, Rhannu - Gwrando ar nod y wers - Gwrando ar gyfarwyddiadau - Dilyn y cyflwyniad, gan ganolbwyntio a gwrando - Rhori enghreifftiau o wrthrychau Tryloyw, Tryleu ac Afloyw - Cymred rhan yn y cwis - Ateb cwestiynau a gofyn am gymorth pan fo angen - Gwrando ar esboniad y gweithgareddau - Dangos os ydynt wedi deall - rhannu eu gwybodaeth os oes rhai heb ddeall y dasg	- Ffyn Loli - Pwerbwynt - Cwis Tryloyw, Tryleu, Afloyw

The focus of this lesson was 'Light and Shadows' which took place in a year 2 classroom (children aged 6-7). The aim of the session was to identify and become familiar with Transparent, Translucent and Opaque objects.

Assessment for Learning questioning strategies were used to allow children to discuss and share their understanding of the topic. I decided to question the children before any new learning took place in order to assess what the children already knew. The strategy 'Think, Pair, Share' was introduced to the children which is a fun and interactive form of discussion. The children firstly had time to think about what they knew, then there was an opportunity to share their knowledge with a partner and then feedback to the rest of the class. I felt that this application of assessment for learning was appropriate for this task as I was introducing a new topic and wanted to become aware of what the children already knew prior to learning taking place.

Literature suggests that on average teachers do not give children enough time to elaborate on their answers (Ko et al, 2013). In order to use questioning strategies effectively, it is important to allow enough 'wait-time' (Condie et al., 2005) in order for children to use higher-order thinking skills (DfES., 2007). The strategy 'Think, Share, Pair' allows time for the children to think individually, as a pair and also to discuss as a whole class, however, it is important for the teacher to allow this time for each part of the activity.

2. Sharing Success Criteria with learners

What A Good One Looks Like (WAGOLL)

Cyfnod agoriadol (gyda chysylltiadau â dysgu blaenorol)	Byddaf wedi/yn: -Gosod y <u>disgyblion</u> i <u>eistedd mewn rhesi</u> -Annog y <u>disgyblion</u> i <u>sicrhau</u> eu bod yn <u>cofio</u> am <u>Gwrteisi Carped</u> - <u>sut</u> i <u>ymddwyn yn barchus wrth drafod</u> a <u>chyfrannu</u> -Gofyn <u>cwestiynau</u> - <u>beth mae'r disgyblion yn cofio o'r wers ddoe</u> -Cyflwyno nod y <u>wers</u> -Holi os <u>ydnt yn gwybod beth yw silwet</u> (tebyg i <u>gysgod sef gwaith ddoe</u>) -Cyflwyniad o <u>silwet Fictorianaidd</u> -Rhoi <u>hanes y silwet Fictorianaidd</u> -Holi <u>cwestiynau yn gyson</u> -Canmol <u>ymddygiad dda</u> -Pwerbwynt <u>Cyfarwyddiadau i greu Silwét Fictorianaidd</u> -<u>Dangos enghraifft o silwet fictorianaidd (WAGOLL)</u> -Holi'r <u>disgyblion</u> am <u>ba fath o eiriau sy'n cael eu defnyddio i roi cyfarwyddiadau</u> -Sicrhau bod y di y <u>disgyblion yn dilyn y sesiwn yn canolbwyntio ac yn ateb cwestiynau</u> -<u>Cyflwyno'r tasgau yn glir gan ddweud trefn y diwrnod</u> -Holi os <u>oes unrhyw cwestiynau</u> -Sicrhau bod y <u>disgyblion yn deall</u> nod y <u>gweithgareddau</u> - <u>bediau i fyny (rwy'n deall/ siglo dwylo</u> (dydw ddim yn siwr/angen mwy o esboniad)	Bydd y disgyblion yn: -Eistedd yn <u>drefnus ar y carped</u> -Nodi <u>rheolau Cwrteisi Carped</u> Dasbarth 2 -<u>Ymateb wrth ateb cwestiynau</u> -<u>Gwrando ar nod y wers</u> -<u>Trafod gyda chyfailli clonc beth yw silwet a beth maent yn gwybod</u> -<u>Adrodd eu syniadau i nôl i'r dosbarth</u> -<u>Gwrando ar gyfarwyddiadau</u> -<u>Deall beth yw silwét</u> -<u>Deall hanes silwet fictorianaidd</u> -<u>Deall y berfau gorchmynol</u> -<u>Ymarfer berfau gorchmynol ar lafar</u> -<u>Gwrando ar esboniad y gweithgareddau</u> -<u>Dangos os ydynt wedi deall</u> - <u>rhannu eu gwybodaeth os oes rhai heb ddeall y dasg</u>	• Pwerbwynt • Enghraifft o waith
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Presentation

1.
TYNNWCH LUN O OCHR
EICH PEN A'CH YSGWYDDAU.



2.
TORRWCH Y LLUN ALLAN
YN OFALUS GAN
GROHLINIO'R YMYL
WAELOD (CURVE)



3.
RHOWCH Y LLUN AR
GERDYN DU A'I DYNNU O'I
GWMPAS GAN
DDEFNYDDIO'R PENSIL.



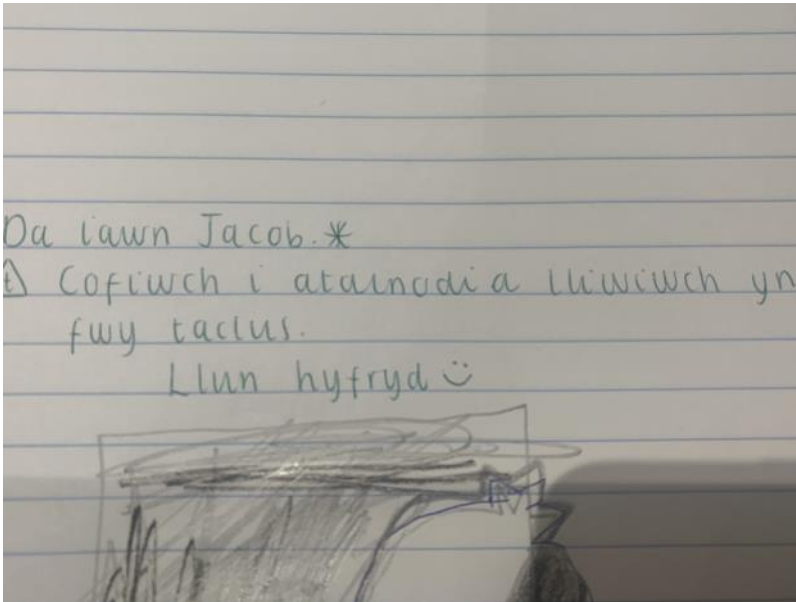
4.
TORRWCH ALLAN EICH
TEMPLED HIRGRWN





The above examples were shown to the children during the presentation prior to completing the task.

3. Feedback



The image above is an example of sandwich feedback.

Firstly, a positive comment was given to the student in order to praise the successful work.

Secondly, a target was given to this student, for example; Ensure that you use capital letters at the beginning of a sentence.

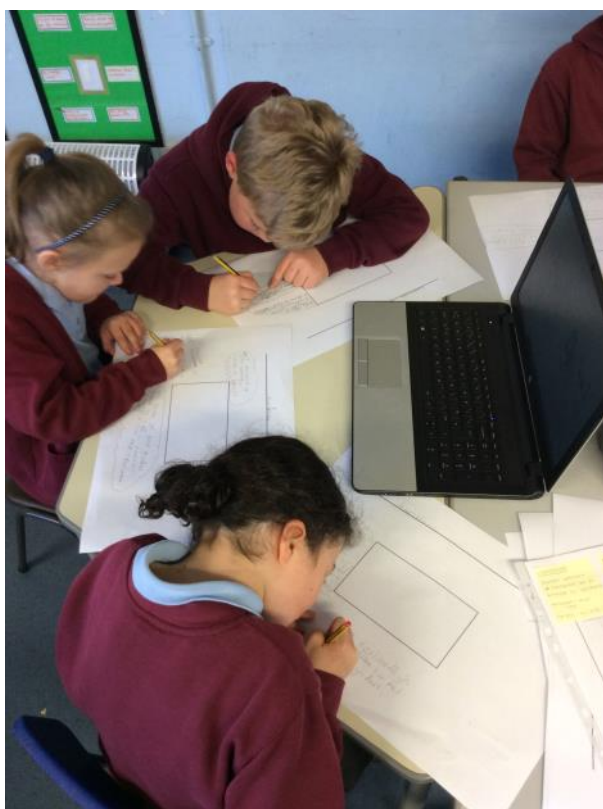
Thirdly, another positive comment was given to this student.

Another example of the use of feedback:

	dyddiad ym:	dyddiad y disgyblion yn:	
Addysgu a Dysgu Craidd	TASG 1: LLYTHRENNEDD:		
	-Gofyn i'r disgyblion i gael 5 munud i edrych dros eu gwaith ymchwil o ddoe -Defnyddio'r sgil 'Trawsieithu' i gyfieithu a chrynhoi -Ystyried beth sydd yn dda am y gwaith a beth allan nhw wella -Holi'r disgyblion am sut maent yn gallu gwella eu gwaith -Gofyn i'r disgyblion i edrych ar adberth o'r athrawes a defnyddio'r adberth i wella eu waith -Atgeffu'r disgyblion am sut i ysgrifennu brawddegau llawn gan gynnwys atalnodi -Rhoi cymerth i'r disgyblion wrth iddynt werthuso gwaith eu hun	-Edrych dros eu gwaith o ddoe a gwerthuso -Rhoi adberth i waith eu hunain -Ystyried adberth yr athrawes -Ysgrifennu brawddegau gan ddefnyddio'r gwaith ymchwil a chynnwys atalnodi a brawddegau llawn -Gofyn am gymorth os oes angen	-Llyfrau Llythrennedd -Gwaith ymchwili -Pensiliau
			-Ipad -Laptop -Papur A3

Addysgu a Dysgu Craidd	I will: TASK 1: LITERACY: -Ask the children to take 5 minutes to reflect on their work from yesterday -Question the children: What was good about the work and how could they improve? -Ask the children to read the teachers feedback and question if they agree or disagree with this feedback -Explain that their task will be to complete a second draft of yesterday's work whilst considering the teachers feedback -Remind the children of punctuation and how to write using full sentences	The children will: -Take time to look over their work and reflect -Think of things that are good about their work and what could be improved -Consider the teachers feedback -Complete a second draft of their work, using the teachers feedback -Ask for support when needed	-Literacy Work Books -Yesterday's research work -Pencil
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The students were asked to complete a research task, researching how different countries celebrate Christmas. After completing the task, the children were asked reflect on their work and think about how they could make their work even better. Through a discussion with the students individually, sufficient feedback was given by myself for each piece of work. The children then were asked complete a second draft of their work whilst considering the teachers feedback.



Cross Curricular Responsibilities

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1.

ANNIBYNNOL: Mesur y baneri: -Gosod baneri a wnaethon ni drafon yn ystod y cyflwyniad -Bydd yna 7 baner gwlad gwahanol a maint gwahanol -Bydd y baneri wedi labeli 'Taldra' a 'Lled' -Bydd rhaid i'r disgyblion i fesur Taldra a Lled pob baner -Sicrhau bod y disgyblion yn hyderus gyda sut i fesur -Atgoffa'r disgyblion o ba undedau maent yn ddefnyddio i fesur	-Bydd y disgyblion yn mesur pob baner a gosodwyd ar y carped -Bydd rhaid cofnodi taldra, lled ac enw'r baner -Ar ol gorffen, byddai'r disgyblion yn gallu llunio'r faner wrth ymyl yr ysgrifennu	-Taflennu Mosaig Rhifedd -Lliwiau -Pensiliau -Baneri gwahanol gwledydd -Pren Mesur -Pensiliau -Llyfrau Pensiliau Pysur i gofnodi
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The image above has been cut and taken from my planning sheet.

The main aim of this lesson was for the children to gain an understanding of how different countries around the world celebrate Christmas. Throughout the day there were 3 main focus groups which rotated.

Literacy & Digital Competency based task =

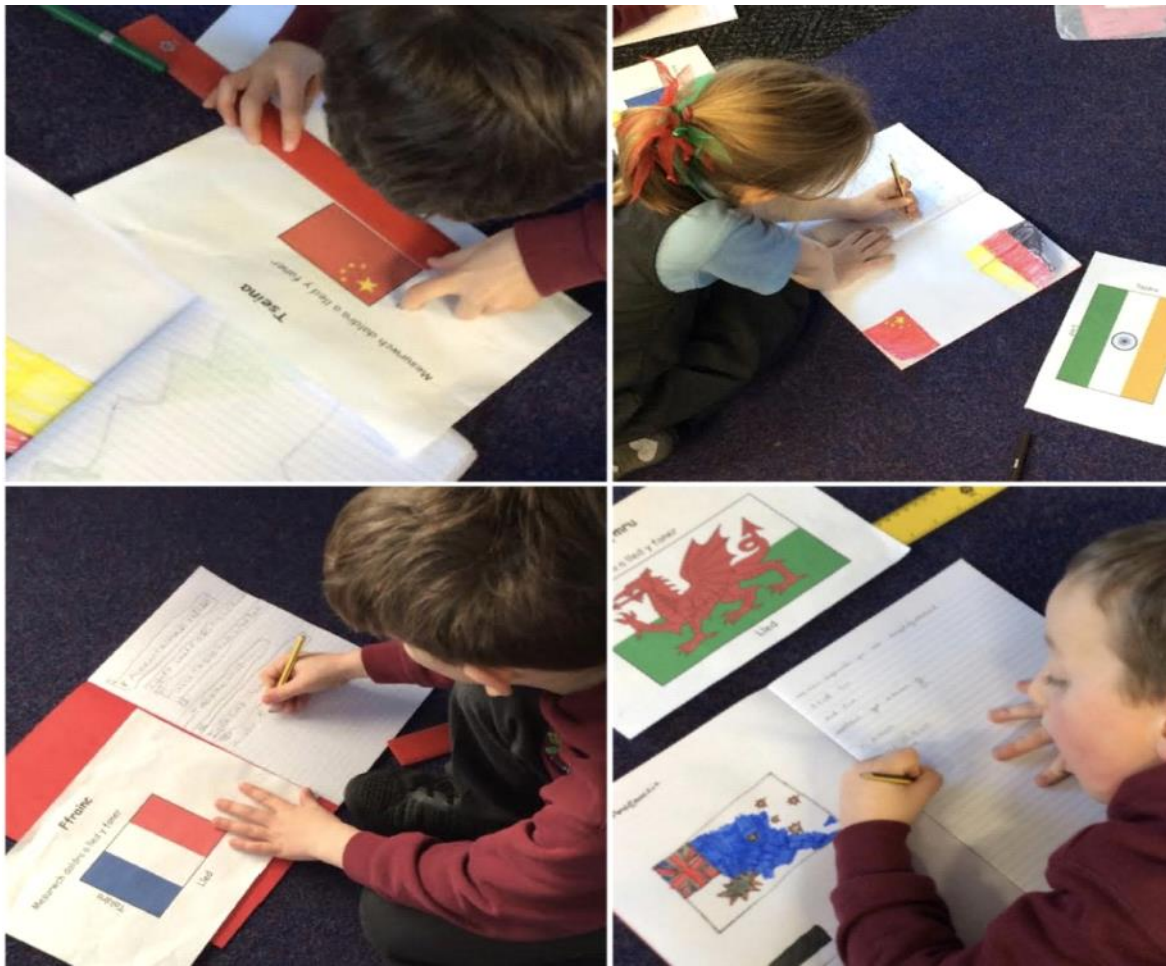
Children used ipads and laptops to research into their chosen country, noting their ideas on a mind map.

Numeracy task =

Children firstly had to answer mathematical sums (2,5 and 10 times table), using the answers the children had to complete and color a Christmas Mosaic.

Independent task =

Seven different flags were printed and laminated (The countries in which the children had been researching). Working in pairs, the children would firstly have to name the country that matched the flag (Literacy oral). Then, using their mathematical skills, they had to measure the length and width of the flag correctly.



This is an example of cross curricular learning during a lesson which focused on learning about different Christmas Traditions around the world. This task involved Literacy, Numeracy and Knowledge & Understanding of the World.

Literacy:

Children were firstly asked to name and identify the country of which the flag represented as a pair. The children then had to become familiar with new mathematical vocabulary such as Height and Width.

Numeracy:

The children had to use their measuring skills to carefully measure each flag. They also had to consider the units in which they were measuring and how to correctly use a ruler. All flags had very different height and width.

Knowledge & Understanding of the World:

This activity allowed the children to become familiar with different flags from around the world. As stated previously, the activity began with the children discussing the flag and what country it represented, in pairs or small groups.

Building on previous knowledge and experience and engage interest.

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1. The Known and Unknown Strategy

The Known	The Unknown

This was one strategy used at the start of the lesson in order to identify what the children already knew and what was unknown. This task took place as a class, the children participated by writing what they was 'Known' and 'Unknown' on the chart on the white board.

2. Using an interactive quiz on the White Board



I decided to use an interactive online quiz on the white board for the children to answer questions on what they remembered from the last lesson. This was an effective way of reminding children of what was learnt yesterday before building on their current knowledge. This was also a fun and interactive way that engaged the children and their interest. All children took part in the quiz.

Critical Reflection

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Introduction

This assessment provides a critical reflection on the work that I have collected and collated in order to implement three pedagogical principles during my first Professional Teaching Experience. As part of the new curriculum for Wales (2022) there are 12 Pedagogical Principles which combine theoretical and practical knowledge and skills which is required to promote effective learning. Pedagogy refers to the standard of techniques and strategies which enables learning (DfE, 2015) which must involve the interaction between the teacher and learner (Siraj-Blatchford et al., 2002). During this assessment, the following three pedagogical principles will be discussed and reflected; Assessment for Learning, Cross-Curriculum Responsibilities and Building on previous knowledge and experience and engage interest.

Literature Review

Through this section, this literature review will explore a wide range of academic sources in relation to effective teaching and learning, paying particular attention to the three pedagogical principles.

1.Assessment for Learning

According to Sadler (1989), William and Thompson (2007), there are three key processes of assessment for learning (formative assessment) which include assessing, where the learner is at, what they must achieve and how to get them there. In order for teachers to successfully support their learners in this process, they must become fully aware of the students' current knowledge in order to build on their previous learning and move the learners forward (Heritage, 2007).

Many researchers have agreed that formative assessment involves using information of the learners' current knowledge to make decisions to improve and move their learning forward (Atkin, Black & Coffey, 2001; and many others). Formative assessment involves fully understanding what the learner must do in order to reach their goals, although, Stiggins (2005), states that the process of formative assessment is only effective when the learner and teacher both clearly understand how to reach the learning goal. In order to assess the students, there are four areas of assessment for learning that can be used; The use of questioning, Feedback for learning, Peer and Self-assessment, Sharing success criteria with students.

QUESTIONING: Questioning is an effective aspect of assessment of learning which stimulates deep thinking in the classroom (Filippone, 1998), which can lead to high quality talk (Welsh Assembly Government, 2010). Research indicates that over 40% of teaching time is spent in question-response mode (Johnson, Markle & Haley-Oliphant, 1987), However, many teachers do not use the questioning technique effectively (Gall, 1984). On average, teachers tend to wait 0.7 and 1.4 seconds after asking a question (Stahl, 1994). Justice, Jiang, & Strasser (2018) argue that teachers should provide children with opportunities to talk and answer question as it is a critical part of improving language development. Effective questioning involves asking open-ended questions and encouraging children to give answers before the teacher provides support (Wasik & Hindman, 2013).

SUCCESS CRITERIA: An important part of Formative assessment involves sharing the success criteria with the learners in an accessible and engaging way, ensuring that they understand (Hattie & Clarke, 2019). This is also supported by Black et al (2003); William (2000, 2006), their research found that sharing the success criteria should be communicated clearly to all learners and should be viewed as a guide the learner to reach their goal (Heritage, 2000).

FEEDBACK: Formative assessment should also involve opportunities for feedback on how the learners could improve and develop (Wiggins, 2004). Written and oral feedback should

be clear and focused on learning, although the learners should have an opportunity to put their feedback into practice (William, 2018). It has been argued by Dodge (2009), that without time to reflect and interact on their feedback, learners are unlikely to retain what has been learnt in the classroom. Bell and Aldrige (no date), suggests that feedback must set clear goals in order for children to be able to improve and progress their learning. From current research, it has been said that correct use of Assessment for Learning in the classroom can be very effective for learners. Research by Black and William (1998), found that formative assessment could increase learners achievement by two grades when using the assessment correctly. The National Mathematics Advisory Panel (2008) confirmed that formative assessment has a positive impact on the learners' achievement. William (2018, p.38), 'similarly found that effective use of formative assessment would increase achievement by between 0.4 and 0.7 standard deviations, which would be equivalent to a 50 to 70 percent increase in the rate of student learning'.

2.Cross-Curriculum Responsibilities

Cross-curricular responsibilities include literacy, numeracy and digital competence which supports almost every area of learning and are essential (Curriculum for Wales, 2022). CROSSCUT(2017), define Cross-curricular teaching as the process that involves the effort to apply knowledge and skills to more than subject area. According to theorists, Gardner (1999, 2004, 2006) and Hirsh (2006), cross-curricular learning involves knowledge, language and many skills combined within one subject, however, Hirsh (2006) argues for a pure 'knowledge curriculum' of continued subject separation.

Barlow and Brook (2010) believe that an essential part of any cross-curricular approach is that the theme allows opportunity for quality learning in several subject areas and offer many learning opportunities. It has been said that creating close links between curriculum subjects promotes opportunities for creative thinking in the learner (Roberts, 2006; Thomas Tallis School, 2013). Catling (2010) states that no subject can be taught in total isolation, for example, Geography can lead itself into cross-curricular work and provides a context to further explore many other subject areas (Krause and Milward, 2010). Wrigley et al. (2012) found that many teachers view cross-curricular learning as an enjoyable, motivated process which is relevant and meaningful in a curriculum that is sometime viewed as structural. The Education Reform Act (1988) found that combining many skills in one subject could help children to solve real life problems, which is the aim of the Four Purposes, set out in new Curriculum for Wales 2020.

3.Building on previous knowledge and experience and engage interest

Many researchers emphasise the importance of revisiting current knowledge in order to build on the learning and gain academic success (Educational Research Service, 2006; Marzano, Gaddy & Dean, 2000; Smith, Lee & Newman, 2001). Similarly, Marzano (1998), Presseley (1992); Strangman & Hall (2004), state that questioning learners on what they already know before introducing new learning can increase the learners achievement greatly. When introducing a new topic, frequent asked questions, key concepts and clarifying key points can also increase the learners achievement (Fuson, Kalchman, & Bransford, 2005; King, 1992; Minstrell, 1989). Hattie and Yates (2014) also highlight the influential factors prior knowledge has on learning. However, the use of vocabulary can also play an important role when introducing new learning as the vocabulary must be the same as previous knowledge (Marzano, 2004). Differently, Howard-Jones et al (2018) contradict the above researchers stating that whilst the learners may demonstrate prior knowledge, they may not make a valuable connection with the new information, therefore, questioning strategies should be used frequently to call on previous knowledge.

Hadow (1931), Plowden (1967) and the Education Reform Act (1988), the latest primary education reports recognise that the combined skills and disciplines of a number of subjects are used in solving real-life problems.

Conclusion about progress on implementation

In this section I will critically reflect on the progress of implementing the three pedagogical principles into my lessons during my Professional Teaching Experience. The process of

critical reflection involves valuing, examining, and sometimes changing practice and assumptions (Mezirow, 1991). However, the key word 'critical' enables us 'to involve and lead to some fundamental change in perspective' (Cranton, 1996, pp.79-80).

1.Assessment for Learning

After critically reflecting on the implementation of assessment for learning during my teaching, I feel satisfied that I have used most areas of Formative assessment, however, I feel that the quantity of these techniques could have been. Firstly, I would like to reflect on the implementation of questioning. I ensured that questioning techniques were used as much as possible; before the learning took place, during the learning and also at the end of the learning. This allowed me as the teacher, to assess where the children were prior to their learning, how they understood the learning and what was learnt by the end of the day. Whilst planning the lessons, I thought of opened questions to ask the children that would hopefully lead to a quality discussion (Welsh Assembly Government, 2010). Sufficient notes were made throughout the questioning process in order to fully understand where the learners are in their learning, how to move the learning forward and how to get there; which meets the process of assessment for learning. It was important to allow sufficient time for the learners to think and respond to questions as it is a critical part of improving language development (Justice, Jiang, & Strasser (2018). *Think, Pair, Share* is a questioning strategy that was used regularly during my teaching. This activity allowed the children to respond to a question individually, as a pair and also as a class. This strategy supports the statement by Justice, Jiang & Strasser (2018) that suggest that children should be allowed time to talk and think about their answers which encourages deeper thinking.

During the introduction of each lesson, I ensured that the expectations of the task were clearly stated. I often used examples of work to show the children what was expected prior to their tasks. I felt that this was very beneficial as the children were then fully aware of what needed to be done in order to successfully complete their work. The children were able to view the examples at any time whilst they completed their work, this recommendation was also stated by Heritage (2000), which suggested that children should view examples of work and use them as a guide to reach their learning goal.

Throughout my teaching experience there were many opportunities to give feedback on children's work. I will reflect mainly on two occasions as seen under the 'Assessment for Learning' section. The first strategy that will be reflected on is the implementation of the 'Feedback Sandwich', which I often used whilst given written feedback in the children's work books. This was an effective way of not only given the children a target, but also rewarding the success of their work.

Secondly, I will reflect on the use of the strategy of re drafting, paying particular attention to the teachers' feedback in order to better their work. I enjoyed this activity as it was a chance to discuss feedback with the children and support them whilst improving their work. As stated by Wiggins (2004), feedback should allow opportunities and suggestions on how to improve or develop their work. By the end of the task, all children had improved their work substantially, this may have been because of the quality of feedback, which was clear and set clear goals for improvement (Bell and Aldridge, no date).

2. Cross Curriculum Responsibilities

Throughout this professional teaching experience my best efforts were made to ensure that the cross curriculum responsibilities were incorporated in all lessons, although this proved difficult for some lessons. It would be difficult to reflect on the implementation of cross curriculum responsibilities throughout my first professional teaching experience, therefore I will reflect on the activity under section 'Cross Curricular Responsibilities'.

This activity involved learning about Christmas traditions around the world, where the children had to research (digital competence), write about their findings (literacy) and measure the different flags from their research (numeracy). This activity corresponds with the literature which suggests that cross-curricular responsibilities should include literacy, numeracy and digital competence (Curriculum for Wales, 2022). This learning was very effective, all children were on task and enjoyed completing the activities. This is also supported by Wrigley et al. (2012) that found that most teacher view cross-curricular learning enjoyable. This pedagogical principles also interrelates with the pedagogical principle;

Building on previous knowledge and experience and engage interest. When planning cross curricular lessons, it is important for children to have the opportunity to build on previous knowledge, but also to engage their interest. The lessons should be based on the classroom theme, which then ties into the cross curricular responsibilities. In this case, the theme for the term was 'celebration', as it was the start of the Christmas period I thought that researching Christmas celebrations around the world would merge well with the classroom theme. During my teaching experience, I carefully planned my lessons and made my best efforts to use cross-curricular learning, however, I do feel that there is room for improvement. I will consider this whilst planning for my second teaching experience.

3. Building on previous knowledge and experience

Prior to beginning a new topic or subject, I ensured that I used questioning strategies to assess the children's current knowledge, providing them with an opportunity to share with the class what they already knew. According to The Education Research Service (2006), revisiting current knowledge on a subject before new learning is an important factor in order to gain success. Not only was this an opportunity to discuss as a class, but it also made myself as the teacher aware of the children's understanding. The first example shown under the 'Building on previous knowledge' section is; *The Known and Unknown* strategy. A sheet of paper with the known and unknown table, were given to the children whilst they sat quietly on the carpet. The children were given time to think about what they knew and what they would like to know about the topic. This was an effective process which involved the children thinking deeply and accessing their prior knowledge. As stated by Marzano (1998), Presseley (1992); Strangman & Hall (2004), questioning what children already know prior to new learning taking place, highly increase the learner's achievement.

Secondly, I will reflect on the use of a digital interactive quiz, to remind the children on what has already been learnt. This interactive quiz was a fun way of involving learners to think about their previous learning. All students were fully involved in their learning and encouraged deep thinking in order for the children to part take in answering the questions.

Recommendations for further development

1. Assessment for Learning

In order to improve and further develop the implementation of Assessment for Learning in lessons, I think that careful planning is needed to ensure that all aspects of Assessment for Learning are included in each lesson. I believe that a good level of questioning is used naturally in each of my lessons, however, in order to improve this, questions could be planned prior to the lesson taking place. According to Wragg and Brown (2001), questioning is most effective when planned prior to the lesson taking place. Also, Bloom's Taxonomy could be used whilst planning to create questions that focus on higher order thinking.

2. Cross Curricular Responsibilities

This pedagogical principle could have been implemented better in some lessons, but overall I am happy with how the cross curricular responsibilities have been implemented during my first professional teaching experience. Spending more time to carefully implement these cross curricular responsibilities would have benefited my lessons. I will consider this whilst planning for my second professional teaching experience.

3. Building on previous knowledge and experience and engage interest

I often start my lessons by questioning the children on what they already know about the topic/subject. However, this could have been more effective by including more activities such as the *Known and Unknown* table, where the children could write down what they already know and what they wish to know by the end of the lesson. This is a way of involving pupils voice and involving the children in their learning, which would encourage their passion for learning.

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